

PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 7 | Issue 1 | May 2022

www.ct.gov/sde/performanceoffice

Page 2

[Monthly Attendance Collection and Reporting in 2022-23](#)

[Performance Matters Forum](#)

Page 3

[Guidance for Developing an Advanced Course Participation Policy](#)

Page 5

[NAEP Long Term Trend Results](#)

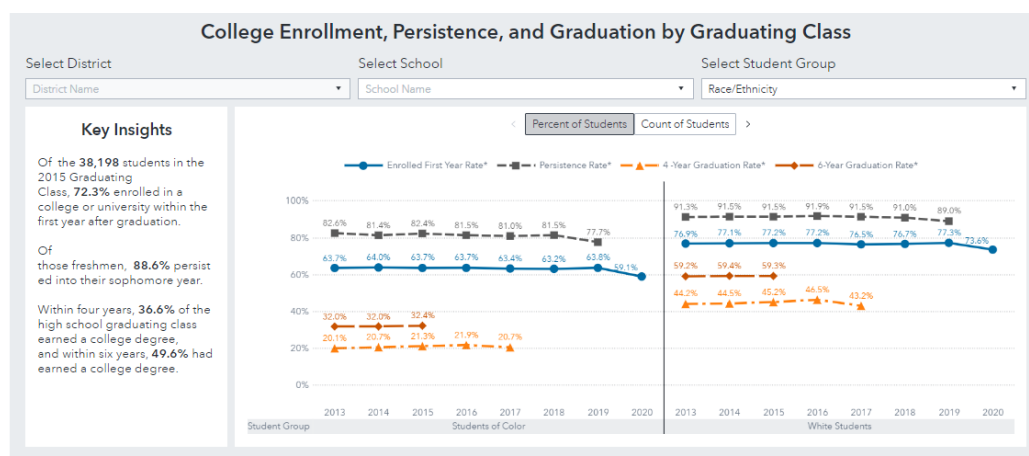
Key Resources

[Data Acquisition Plan](#)
[Timely/Accurate Calendar](#)
[EdSight](#)

EdSight Public Portal Upgrade

We are excited to announce a new and refreshed [EdSight](#) is now live! This upgrade offers several new dashboards with visualizations and interactivity on topics

such as Educator Diversity or College Enrollment, Persistence, and Graduation. Thank you to everyone who provided feedback during the preview period.



2020-21 Cohort Graduation Rate on EdSight



The 2021-21 four-year adjusted cohort graduation rates for the state, districts, schools, and student groups are [now available on EdSight](#). Unsuppressed counts for individual districts and schools are

available to authorized users through EdSight Secure. Five- and six-year graduation rates for the cohorts of 2019-20 and 2018-19 respectively will be released later this summer.

Restarting the Next Generation Accountability System

For the 2019-20 and 2020-21 school years, pursuant to federal waivers from the U.S. Department of Education, states across the country suspended implementation of their accountability systems for districts and schools. In 2020-21, while states implemented their summative assessments to learn about the impact of the pandemic on student learning, school and district accountability remained on hold.

Starting in 2021-22, states are expected to restart implementation of their accountability systems. The CSDE is preparing for the full implementation of its Next Generation Accountability System based on data for all indicators from 2021-22. Along with the restart are a few updates and improvements.

continued on page 2

Next Generation Accountability System Restart (cont'd)

Indicator 5: Beginning with the 2021-22 school year, Family and Consumer Sciences will no longer be considered a CTE cluster for the purposes of Indicator 5. The updated paths for an 11th or 12th grader to demonstrate preparedness are :

- participation in two or more Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses;
- participation in two or more courses within one of the 16 Career and Technical Education (CTE) clusters; or
- participation in two or more workplace experience courses.

Additionally, several courses have had changes to the CTE cluster assignment. The courses included within the original 17 CTE clusters had been chosen using the National Center for Education Statistics (NCES)/School Courses for the Exchange of Data (SCED) guide. With the reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins V), the Family and Consumer Sciences cluster will no longer be a CTE cluster. Several courses have had changes to their CTE cluster assignment. As such, the CSDE has published a [new list of CTE Courses](#), including a guide to all changes. Therefore, the CTE course lists published by NCES will no longer apply.

Continued on page 4

Performance Matters Forum

Date: Thursday, October 13, 2022

Location: Connecticut Convention Center, Hartford, CT



Monthly Attendance Collection and Reporting in 2022-23

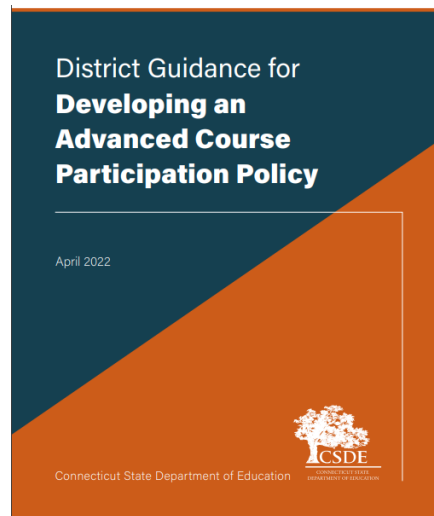
The CSDE established the monthly attendance collection in September 2020 to track and monitor student attendance through the pandemic. The data collected and reported over the past two years have been extremely beneficial to: target supports and resources to districts; administer pandemic nutritional benefits to families; inform statewide initiatives; provide greater transparency; understand the differences between remote and in-person attendance; and develop/adjust policies and practices. While student attendance appears to be stabilizing somewhat after the Omicron surge in December/January, overall absenteeism in 2021-22

remains much higher than pre-pandemic levels. Therefore, the monthly attendance collection will remain in place for the start of the 2022-23 year. The CSDE will closely monitor the data for the first several months of the new school year to assess attendance patterns. Based on those assessments, the CSDE will evaluate if/how the monthly collection may need to be adjusted for the remainder of the year. We fully understand and appreciate the demand this data collection places on school districts and thank you in advance for your continued partnership to ensure that all students attend school regularly.

Guidance for Developing an Advanced Course Participation Policy

On May 2, 2022, the CSDE released [District Guidance for Developing an Advanced Course Participation Policy](#). The guidance was developed in accordance with [Public Act 21-199](#), which requires that by July 1, 2022, boards of education adopt a policy addressing eligibility criteria for student enrollment in an advanced course or program. Additionally, boards of education must ensure the creation of an academic plan for every student. The plans must be designed to enroll each student in one or more advanced courses or programs, allowing students to earn college credit or result in career readiness before graduation from high school.

The guidance was developed through a review of evidence-based practices, discussions with Connecticut school and district leaders, and feedback from a variety of stakeholders. The guidance is organized around four guiding principles:



1. **Start in Middle School** by building a strong academic and social emotional foundation because evidence suggests that the middle school experience in terms of academic achievement and engagement are strong precursors to high school success.
2. **Partner with Families** by providing them with timely, relevant, and accessible information so that they can help their children navigate high school by staying on top of important dates, monitoring progress, and intervening when necessary.
3. **Reduce Barriers** to enrollment in advanced courses and programs so that we honor our collective commitment to ensure equity and excellence for all Connecticut students.
4. **Increase Supply** so that there is a broad range of advanced courses and programs appealing to the greatest number of students, allowing them to earn college credit in high school, participate in work-based learning opportunities, and earn industry recognized credentials for high-wage, high-skill, and in-demand careers.

To support implementation, the CSDE is hosting a series of virtual sessions featuring districts that have been successful in expanding student access to advanced courses and programs. Each session will focus on expanding access for a particular type of course or program. For more information and to register for sessions, please visit [Learn Together, Grow Together](#).



Next Generation Accountability System Restart (cont'd)

Indicator 6: While Indicator 5 looks for participation in rigorous courses, Indicator 6 uses objective external benchmark measures to validate student preparedness. Presently, student benchmark attainment on at least one of the following exams counts for Indicator 6: SAT, ACT, AP, or IB.

In recent years, stakeholders have asked the CSDE to consider expanding the Indicator 6 definition to include other external measures that signal preparation for post-secondary education. Specifically, advocates for change have suggested that earning college credit while in high school through the successful passage of dual enrollment courses should count as student success toward Indicator 6.

Effective the 2021-22 school year, the CSDE will make this change. In keeping with the focus on objective and external benchmark attainment, the CSDE is working with UCONN, CSCU, and private colleges and universities to procure these data for several prior years, and on an annual basis going forward. The CSDE is providing all higher education institutions with a standard template to submit their dual enrollment data toward this indicator.

For a student's dual enrollment course completion to contribute positively toward a school or district's Indicator 6 calculation, the following criteria must be met by the 11th or 12th grader cumulatively during their high school career:

- Student earns 3 credits or more;
- All course grades must be C or better; and
- Only credit bearing courses will be considered. Remedial courses, audited courses, and courses with pass/fail grades will not be included.

These criteria will be in place for the initial expansion of Indicator 6 in 2021-22 through 2023-24. Additional criteria may be added effective 2024-25 based among other things on the accreditation status of the dual enrollment program offerings.

Indicator 7: This indicator is the percentage of students who are on-track to graduation at the end of Grade 9. Effective 2021-22, a student will be considered "on-track" for this indicator if they earn at least 6.25 credits by the end of Grade 9. This update from the original requirement of 5 credits better aligns with Connecticut General Statutes 10-221a, which requires that students starting with the graduating class of 2023 and after must earn a minimum of 25 credits to graduate.

Indicator 2: Academic growth on the Smarter Balanced assessment using [Connecticut's growth model](#) is an important component of Connecticut's accountability system. For measuring growth in 2021-22, all test scores from 2020-21 (including those that were remotely-proctored) will be used as baseline from which student growth will be evaluated. The same is true for measuring English language proficiency growth for our English learners using LAS Links results.

School Categories: In Fall 2022, the list of schools identified for state support (i.e., Turnaround and Focus) will be updated. Per Connecticut's [approved plan with the U.S. Department of Education](#), these schools are identified based on three years of data. This upcoming school identification process will utilize the three years of 2021-22, 2018-19, and 2017-18.

Please contact [Renee Savoie](#) with questions.



NAEP Long-Term Trend Results Chart Student Achievement Across Decades

The National Assessment of Educational Progress Long-Term Trend (LTT) Assessment has been administered since the early 1970s. This assessment is different from regular Main NAEP in several important ways:

- LTT is administered less frequently;
- Results are reported for the nation, but not states;
- The assessment is administered using paper and pencil;
- LTT is an age-based assessment, not grade-based; and
- Performance data can be compared over a 50-year timeline.

During the 2019-20 school year, prior to school building closures due to the COVID-19 pandemic, selected 9-year-old and 13-year-old students across the nation took LTT in mathematics and reading. Results of that administration were released on October 14, 2021.

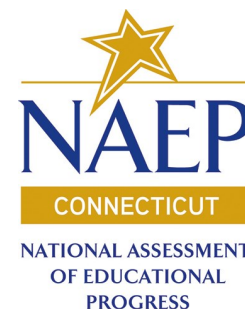
Overall results showed that students in 2019-20 scored higher than students in the early 1970s in both subjects. However, when reviewing performance compared to the most recent administration in 2012, 13-year-old students declined in both subjects while 9-year-old students maintained performance levels

similar to 2012.

In her remarks about the results, NCES Commissioner Peggy G. Carr said, “This was the first time in the almost 50-year history of the long-term trend assessments that we observed declines among 13-year-olds.” The graphic below shows that declines are concentrated among the lowest performing students. This is a trend evident in recent Main NAEP reports as well.

The National Assessment Governing Board voted in August 2021 to adjust the LTT schedule of assessments so that 9-year-old students could be assessed again this school year to provide the public with a measure of student achievement following widespread school closures. Those assessments were administered in Connecticut in February and March. Results are expected in the fall.

For more information about student performance on the LTT including detailed information about the performance of student groups over time, please visit www.nationsreportcard.gov.



Reporting metric		Reading Age 9			Reading Age 13			Mathematics Age 9			Mathematics Age 13		
		2020	2020-2012	2020-1971	2020	2020-2012	2020-1971	2020	2020-2012	2020-1978	2020	2020-2012	2020-1978
Average score		220	◆	▲12	260	▼3	▲5	241	◆	▲23	280	▼5	▲16
Percentile score	10th percentile	164	▼7	▲13	209	▼6	◆	191	▼6	▲20	228	▼13	▲14
	25th percentile	196	◆	▲16	236	◆	▲4	219	▼4	▲24	255	▼7	▲17
	50th percentile	224	◆	▲14	262	◆	▲6	245	◆	▲25	282	▼4	▲17
	75th percentile	247	◆	▲10	287	◆	▲7	267	◆	▲24	307	◆	▲16
	90th percentile	267	◆	▲7	308	◆	▲9	286	◆	▲22	329	◆	▲16

▲ Increase in 2020 ▼ Decrease in 2020 ◆ No significant change in 2020